



GRADE

3

Instructional Materials

FOR THE

CRITERION REFERENCED TEST

Nevada

Grade 3

READING

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STATE OF NEVADA



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Dear educators,

The following materials, developed in cooperation with the Nevada Department of Education and our educational laboratory, WestEd, are designed to be used as part of a guided instructional activity to support student performance on assessments. While these materials can provide students with practice in answering assessment items, we believe it is critical that these materials be used to help students understand the elements of the state assessment and to guide them in the use of effective strategies that will support their ability to comprehend and take a variety of assessments. If you choose, however, to use this support document solely as a practice activity, we highly recommend that you go back over each item with students and investigate each response to better understand their knowledge of the assessment.

Purpose of Reading Text

The purpose of reading must be taught to students. The state criterion-referenced tests include four types of reading passages: literary, informational, functional, and persuasive (only at grades 6 and 7).

What is the purpose of reading these types of texts?

1. Literary text – to identify, describe, analyze, and compare characters, character traits, themes, settings, sequence, plot, conflict, resolution of conflict, and figurative language, and to make inferences and predictions.
2. Informational text – to locate essential information from text features, distinguish between fact/opinion, determine cause/effect, identify or describe main ideas, draw conclusions about text, summarize an author's ideas, evaluate an author's ideas and arguments, assess evidence to support an author's ideas, and identify unsupported or faulty reasoning of an author's position.
3. Functional text – to locate information, determine the main idea, draw conclusions, summarize information, and determine an author's purpose.
4. Persuasive text – to evaluate how an author's ideas shape the text, summarize an author's ideas, and assess the reasonableness of evidence.

When students understand the types of questions that can be asked for a given type of text, they can be better prepared for the assessment. By using these materials, you can identify, read, and discuss these different text types and the corresponding knowledge and skills students are expected to demonstrate. These same reading analysis skills can be applied to reading for core classes such as math, science, and social studies.

Vocabulary Knowledge

The Nevada Department of Education believes that students are not thoroughly being taught the content and vocabulary of the Nevada Reading Content Standards. For example, character traits, author's purpose, main idea, cause/effect, fact/opinion, analyze, and predict are terms used in the assessments at grade-appropriate levels.

Students in Nevada, therefore, must have repeated experiences with **hearing** (oral vocabulary), **reading**, and **writing** the vocabulary of the standards in order to be successful on the state test as well as classroom and district tests.

Make sure that your students know the language of the standards that are being tested. They should be able to recognize the vocabulary of the standards when you discuss them in class and read them in texts, and they should be able to effectively use the words in their writing.

Types of Questions

The reading test includes two basic types of questions—multiple-choice items for all grades (3 through high school) and written-response items for grades 4 – 8. To help prepare students for written-response questions, we have provided you with:

1. the student checklist (included in the student test booklet at grades 4 and 5)
2. the general student rubric (included in the student test booklet at grades 6 through 8)
3. item-specific rubrics

With guided instruction, students can become familiar with the different types of questions used on the state assessments. They can learn to use the checklist or rubric to determine if they have answered the written-response questions completely. Familiarity with the tools provided as part of the test and the vocabulary of the standards can result in less anxiety on the part of students and teachers. (Please note that the student checklist and general rubric can be on the walls of your classroom throughout the school year. As you assign written-response questions, students can use these tools as they develop their answers.)

These types of questions allow for the assessment of different levels of cognitive demand. The questions are developed so that students cannot just skim and scan the passages to find the answers; they must go back and re-read the text to determine the correct answer, including drawing inferences and conclusions from what they have read. Teaching students to identify, write, and use different levels of questioning skills as they read can only lead to improved achievement on classroom, state, and national assessments. We suggest that you engage students in question writing so they not only can recognize these levels of questions but can begin to formulate them as well.

Cognitive Ability Levels

The assessment of reading as part of Nevada's Proficiency Examination Program includes the assessment of three cognitive ability levels. These ability levels are based on the National Assessment of Educational Progress (NAEP) Aspects of Reading.

Forming an Initial Understanding (A-1) – Questions at this level assess the students' initial understanding of what is read. For A-1 questions, the answers can be found directly in the text or as a simple restatement of information found in the text. In addition, some Standard 1 questions (e.g., demonstrate knowledge of prefixes, suffixes, roots, base-word structures, Anglo-Saxon-, Greek-, and Latin-derived roots) are coded as A-1 items.

Developing an Interpretation (A-2) – Questions at this level assess the ability to extend initial understanding to develop a more complete understanding of what was read. This process may involve linking information across parts of a text as well as focusing on specific information.

Questions that assess this aspect of reading include drawing inferences about the relationship of two pieces of information and determining evidence as support for an action.

Determining a Critical Stance (A-3) – Questions at this level require students to stand apart from the text, consider the entire text objectively, and evaluate its quality and appropriateness. Examining textual content and structures requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.

Length of Passages

WestEd constructs the test forms and includes a range of passage lengths within the grade-level tests. NDE and WestEd believe that it is important for students to have opportunities to read passages of differing lengths as a part of the regular curriculum. Students should have experience in sustaining comprehension with passages of varying lengths. We do not want students to be surprised by the volume of reading required on the state assessment.

The following represent the guidelines for passage lengths for each grade level:

Grade 3	300 – 500 words
Grade 4	300 – 550 words
Grade 5	400 – 700 words
Grade 6	400 – 800 words
Grade 7	500 – 950 words
Grade 8	500 – 1000 words
HSPE	500 – 1200 words

Note: Poetry and functional text typically do not meet these word-count guidelines.

Students should be made aware of the length of the test at their grade level, as well as passage lengths for successive grades. We believe this will allow them to understand, for example, what a 500-word text actually looks like, so they are not overwhelmed on the day of the test when they encounter one of the longer passages.

We hope that interaction with these instructional support materials will lead to lowered anxiety and better understanding of the assessment task that is being presented to students. If you have questions about the reading materials or how to embed this information into your curriculum, please contact Tracy Gruber at tgruber@doe.nv.gov or call (775) 687-9251, and she will work with you on making these documents beneficial to you and your students.

Cindy Sharp
K – 12 CRT/HSPE Consultant
Nevada Department of Education

Name: _____

Reading Grade 3

This booklet contains reading questions for you to answer. For the questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer.

1

Read this sentence.

I tried to do a good job.

Which word has the same vowel sound as the ie in tried?

- A dirt
- B king
- C ripe
- D piece

2

Read this sentence.

He will raise the flag.

Choose the correct **antonym** (word that means the opposite) for the underlined word.

- A wave
- B lower
- C guard
- D follow

3

Which word is made up of two or more words?

- A afternoon
- B princess
- C autumn
- D possible

4

Which two words are **homophones** (words that sound the same)?

- A tall, short
- B trick, truck
- C belt, felt
- D ate, eight

5 Which word below has the base word underlined?

- A bending
- B faster
- C careful
- D discover

6 Read this sentence.

They are unable to finish the puzzle.

What does the underlined word mean?

- A not able
- B always able
- C usually able
- D sometimes able

7 Read this sentence.

Jan bought milk at the store.

Which word has the same vowel sound as ou in bought?

- A sound
- B cause
- C though
- D plate

8 Read this sentence.

That pillow is soft.

Which word has the same sound as “s” in soft?

- A answer
- B cheese
- C fresh
- D usual

When you are outside at night, do you ever look up at the moon? This passage is about a man named Madan who talked to the moon. Read the passage. Then answer questions 9 through 14.

A Dress for the Moon

by Indira Krishnan

Once upon a time a young man named Madan lived in a village in northern India. Madan's father wanted him to become a farmer. But Madan wished to leave the village and find work in town. He promised his father that he would send a part of his earnings home regularly. His father blessed him and wished him a safe trip.

In town, Madan learned to be a tailor. He worked hard and soon became known for the fine clothes he made. The entire town wanted clothes sewed by Madan. The more his fame spread, the more proud and boastful Madan became.

One night Madan sat gazing at the full moon that shone from behind a tall coconut tree. He said, "I am sure I can make a dress for the moon. The moon will praise my handiwork, and then my fame will spread to the sun and stars."

A breeze carried his words to the coconut tree. Laughing softly, the tree bent down and whispered, "That's one thing you can't do."

Madan frowned. "How do you know what I can do?" he said. "You are only a tree."

The coconut tree tried to say something more, but Madan would not listen.

"If you want to be of some use, tell the moon that I want to make a dress for her. You are tall enough to do that," he said.

So the tree told the moon about Madan. The moon agreed to have a dress made by the famous tailor from Earth.

Madan jumped for joy. Quickly he began to sew a dress of smooth white satin for the moon. When it was done, he called out to the coconut tree, "You must give this dress to the moon, as I cannot reach her." The coconut tree agreed.

The following evening, as Madan waited eagerly for the moon to appear, the coconut tree bent down and whispered, "The moon says your dress doesn't fit. It's too loose."

Madan was stunned. "It can't be!" he cried. "The clothes I make always fit perfectly." But the moon returned the dress to him, and he had to redo it. He spent the night making the dress a little smaller and gave it back to the tree.

The next evening the moon rose a little later. Madan waited impatiently. But again the coconut tree bent down and whispered, "The dress is still too loose."

Madan nearly wept with disappointment. "I can't believe it! How could I go wrong?" he wailed.



"I tried to tell you before," said the tree. "After the moon is full, she grows smaller each day until you can't see her at all. I have been noticing this for many years. So how can you make one dress that would fit the moon properly? But you wouldn't listen to me."

Brokenhearted, Madan sat with his head in his hands the whole night.

At the break of day he saw the moon on the other side of the sky. He whispered, "I am sorry, dear Moon. I am not as great a tailor as I thought."

"It's all right," said the moon. "After all, I'm the moon. How can I wear clothes as people do?"

From that day on, Madan resolved to work harder than before. He was not vain anymore, and his hard work brought him more money. He remembered to send a good part of it to his father. People liked him better because he was an excellent tailor and a humble one, too.

"A Dress For The Moon" by Indira Krishnan. Copyright © 2003 by Highlights for Children, Inc., Columbus, Ohio. All rights reserved.

Answer the following questions about the passage "A Dress for the Moon."

9 In paragraph 4, why does the tree laugh when it says to Madan, "That's one thing you can't do"?

- A The moon tells a funny joke.
- B The tree is tickled by a breeze.
- C The moon looks silly in the sky.
- D The tree knows the idea is foolish.

10 How does Madan feel when he learns that the moon still cannot wear the dress?

- A angry
- B selfish
- C frightened
- D astonished

11

At the end of the passage, Madan decides to

- A work harder than before.
- B stop sewing clothes for people.
- C make another dress for the moon.
- D go back to the farm to help his father.

12

Why is the dress Madan makes too loose for the moon?

- A The moon always changes size.
- B Madan does not know how to sew well.
- C The moon wants to play a trick on Madan.
- D Madan does not know that he needs a lot of cloth.

13

Which would be the **best** new title for this passage?

- A “Madan Helps the Moon”
- B “The Talking Coconut Tree”
- C “Madan Learns a Lesson”
- D “The Beautiful White Dress”

14

Read this sentence from the passage.

But the moon returned the dress to him, and he had to redo it.

Knowing the meaning of *re-* helps the reader to know that redo means to

- A do before.
- B do again.
- C do soon.
- D do first.

Rocks, streams, trees, and animals are all part of nature. Read this passage to find out some of the things we can learn when we go outdoors. Then answer questions 15 through 20.

Tales from the Shore

by Lori Johnson

- 1 Come with me on a nature walk. Let's see what we can discover along a river in northern Illinois. By looking, listening, and thinking, we can find stories in nature.

A Flood Tale

We climb down the grassy riverbank and jump onto a wide stretch of dried mud. Jumbled piles of sticks, twigs, and dead plants litter the shoreline. This *debris* (deh-BREE) is a clue that the river recently flooded.

- 3 Swiftly flowing water covered the shore, carrying debris downstream. Then the water level went down again. Debris was left on the banks. When we see debris like this along a shoreline, we know the river flooded.

A Goose Tale

Sometimes animals leave footprints in the sand and mud off the shore. If we look closely, we may be able to tell which animal left the tracks and what it was doing by the water.

Wide footprints that zigzag across the mud look like those of a web-footed animal. During the spring when Canada geese fly north, many stop here to feed in nearby fields. Then they rest on the surface of the river. This goose took a waddling walk along the shore. It left tracks in the mud.

A Fish Tale

- 6 Some animals make their homes near rivers and streams. Just past the goose tracks, we find more footprints that tell a different tale. These small tracks have a tiny point at the end of each toe. Their trail ends at a fish skeleton near the water.

What is this story? A raccoon came to the river and found a fish to eat.

A Clamshell Tale

The shore tells tales about people, too. We walk along the shore to where the Rock River and the Pecatonica River come together. We see hundreds of sharp, white clamshells poking out of the riverbank and spilling down to the water. What tale is this?

- 9 Thousands of years ago, people spent their summers in a village nearby. They ate clams from the river and dumped the empty shells in a trash pile at the river's edge. Today, scientists study the piles of shells, called middens. The shells give clues about how these ancient people lived.

Middens are fairly common in the southeastern United States. They can also be found along the coastal areas of North America. But in Illinois and Wisconsin, shell middens are rare.

The next time you walk along a river or through a forest or field, look, listen, and think. You will be amazed at the stories you can find in nature.

"Tales from the Shore" by Lori Johnson. Copyright © 2003 by Highlights for Children, Inc., Columbus, Ohio. All rights reserved.



Answer the following questions about the passage “Tales from the Shore.”

15

Why do piles of sticks and twigs cover the riverbank?

- A They are washed up by floods.
- B They are left from old bird nests.
- C They are carried there by animals.
- D They are brought by ancient peoples.

16

Based on the passage, when do Canada geese fly north?

- A when winter is over
- B when food is scarce
- C when people are near
- D when rivers are flooding

17

What is the **main** idea of this passage?

- A People should take good care of nature.
- B There is much that is unknown about nature.
- C People have written many stories about nature.
- D You can learn from looking carefully at nature.

18

Which would be the **best** new title for this passage?

- A “Strange Animals”
- B “Why Rivers Flood”
- C “Taking a Nature Walk”
- D “How Ancient People Lived”

19

Which part of the passage has information about how people once lived?

- A A Flood Tale
- B A Goose Tale
- C A Fish Tale
- D A Clamshell Tale

20

What does the word rare mean in paragraph 10?

- A large
- B unusual
- C beautiful
- D white

Gifts are fun to give and fun to get. This is a passage about Mrs. Cottontail and what she did with a gift that Raccoon gave her. Read the passage. Then answer questions 21 through 26.

How to Use an Umbrella

by Marilyn Kratz

“Happy birthday, Mrs. Cottontail!” said Raccoon. He handed her a big box wrapped in striped paper.

“Thank you, Raccoon,” said Mrs. Cottontail. “Please have a piece of my birthday cake while I open the gift you brought.”

“I hope you like it,” said Raccoon.

“I’m sure I will,” said Mrs. Cottontail. But when she lifted a blue umbrella from the box, she looked puzzled.

“It’s an umbrella,” said Raccoon.

“I see,” said Mrs. Cottontail, looking at it carefully.

Oh, my, thought Raccoon. She doesn’t know how to use it. If I tell her, she might be embarrassed.

Raccoon finished his cake. “Thank you for the cake,” he said, and he hurried away. He wondered if he should have explained how to use the umbrella.

The next day, the sun beamed down. “Perhaps Mrs. Cottontail will use the umbrella to keep cool today,” said Raccoon to himself. “I’ll stroll past her home and see.”

But when Raccoon saw Mrs. Cottontail, she didn’t have the umbrella.

“It’s really hot today, isn’t it?” Raccoon hinted.

“Yes, I love to feel the warm sunshine,” said Mrs. Cottontail. “It was such a long, cold winter.”

The next day, the wind blew across the meadow. “The umbrella would keep the wind from blowing on Mrs. Cottontail,” said Raccoon. He headed for her home, but on the way, he saw her picking grass in the meadow.

“Isn’t this a wonderful breeze?” she called to Raccoon. “I enjoy the way it ruffles my fur!”

Raccoon sighed.

The next morning, rain pattered down.

“Today Mrs. Cottontail will discover how to use the umbrella,” Raccoon told himself. He hurried to her home. But she was not out in the rain with her umbrella.

“Mrs. Cottontail will never know what a useful gift I gave her,” Raccoon said sadly, turning to go home. He felt too embarrassed to tell her now.

Then Raccoon heard Mrs. Cottontail calling. “Raccoon! Come in, please. I have something to show you.”

umbrella: a light, folding frame covered with cloth or plastic, used as protection against rain or sun

Raccoon stepped inside. There he saw the wide-open umbrella resting on the floor with the handle sticking up.

Snuggled in the bowl-shaped umbrella were Mrs. Cottontail's five baby bunnies.

"What a useful gift you gave me," said Mrs. Cottontail, smiling proudly at her bunnies.

"Now I can rock all my babies to sleep at once."

Raccoon stared at the bunnies in the umbrella. Then he smiled, too.

"Yes," he agreed. "An umbrella has many uses."

"How To Use An Umbrella" by Marilyn Kratz. Copyright © 2004 by Highlights for Children, Inc., Columbus, Ohio. All rights reserved.

Answer the following questions about the passage "How to Use an Umbrella."

21

Why does Mrs. Cottontail look puzzled when she opens her birthday gift?

- A She does not really like it.
- B She is worried about losing it.
- C She does not know what it is.
- D She only wants to use it on special days.

22

Which word **best** tells how Raccoon feels when he visits Mrs. Cottontail the day after her birthday?

- A lucky
- B disappointed
- C excited
- D angry



23

What does Mrs. Cottontail decide to use the umbrella for?

- A to stay cool from the sun
- B to keep dry from the rain
- C to rock her babies to sleep
- D to make a toy for her babies

24

Mrs. Cottontail does not use the umbrella to keep the breeze off her because she

- A likes how the breeze feels.
- B forgets to bring the umbrella.
- C loses the umbrella in the grass.
- D thinks the breeze will go away.

25

Why does Raccoon smile at the end of the passage?

- A He realizes that he did not act very wisely.
- B He is relieved that he did not embarrass himself.
- C He is happy that the umbrella is useful to Mrs. Cottontail.
- D He knows that the umbrella will keep Mrs. Cottontail dry.

26

Which word is a **synonym** (word that means almost the same) for meadow?

- A sky
- B road
- C field
- D house

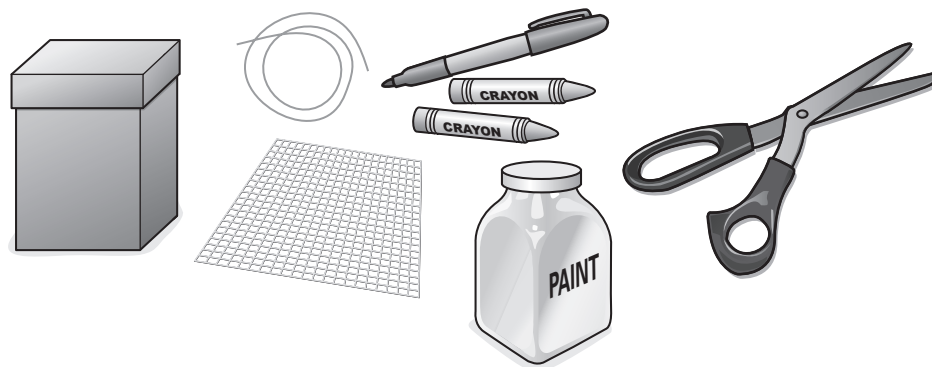
If you have ever wanted to get a close look at bugs, this passage might interest you. Read the passage. Then answer questions 27 through 32.

Make a Bug Cage

Do you like catching bugs and butterflies? You can make a cage so you can study the ones you like best. This bug cage is easy to construct and will not hurt the insects. You can put some grass or leaves in the bottom to help make your insect feel at home. Try not to keep the bugs in the cage too long. Just watch or study them for awhile. Then let them go free in your yard.

Things You Need:

1 small box with lid
wire screen
string (18 inches long)
crayons or markers
poster paints
scissors
pencil or pen



What to Do:

1. Paint the outside of the box a light color and let it dry.
2. Draw several large squares on the box with a pencil.
3. Poke small holes in the top of the box with a pencil or pen.
4. Use the scissors to cut out the squares you drew on the box. (Be careful!)
5. Cut the screen so it is just as tall as the box and long enough to fit around the inside of the box.
6. Roll the screen and slip it into the box.
7. Poke a hole on each side of the box and put the string through the holes.
8. Tie the ends of the string together at the top to make a handle.
9. Now put the lid on the box. Draw any pictures on the box that you like.

Happy bug hunting!

“Make a Bug Cage” © Nevada Department of Education 2006.

Answer the following questions about the passage “Make a Bug Cage.”

27

Why should you cut squares out of the box?

- A so you can see the bugs
- B so the bugs can get away
- C so you can put the bugs inside
- D so the bugs can bring in more grass

28

You should be careful in step 4 so that you will not

- A cut yourself.
- B drop the box.
- C need to use your scissors.
- D draw the squares too big.

29

What is the string used for?

- A to carry the cage
- B to keep the cage shut
- C to make the cage pretty
- D to tie the lid on the cage

30

What comes next after putting the lid on the box?

- A cutting holes in the box
- B poking holes in the lid
- C drawing pictures on the box
- D pulling the string through the holes

31

Which is the **best** new title for this passage?

- A “A Box of Bugs”
- B “The Best Insects”
- C “Cutting the Grass”
- D “Drawing Pictures”

32

What does the word construct mean in the first paragraph?

- A see
- B make
- C grow
- D imagine



This is the end of the questions.

You may want to go back and check your answers or answer questions you did not complete.



GRADE

3

Appendix I

Scoring Support Materials

Nevada

Grade 3

READING

Correct Answers for Multiple-choice Items

Item Number	Correct Answer	Content Cluster	Ability Level
1	C	C1	A1
2	B	C1	A1
3	A	C1	A1
4	D	C1	A1
5	B	C1	A1
6	A	C1	A1
7	B	C1	A1
8	A	C1	A1
9	D	C2	A2
10	D	C2	A2
11	A	C2	A1
12	A	C2	A2
13	C	C2	A3
14	B	C1	A1
15	A	C3	A1
16	A	C3	A2

Item Number	Correct Answer	Content Cluster	Ability Level
17	D	C3	A2
18	C	C3	A3
19	D	C3	A2
20	B	C1	A2
21	C	C2	A2
22	B	C2	A2
23	C	C2	A1
24	A	C2	A2
25	C	C2	A2
26	C	C1	A1
27	A	C3	A2
28	A	C3	A2
29	A	C3	A2
30	C	C3	A1
31	A	C3	A3
32	B	C3	A2

Detailed objectives for Content Standards and Ability Levels can be found on the Nevada Department of Education Website.



GRADE

3

Appendix II

Administrative Support Materials

Nevada

Grade 3

READING

Name: _____

Answer Document

Reading

1.	(A)	(B)	(C)	(D)
2.	(A)	(B)	(C)	(D)
3.	(A)	(B)	(C)	(D)
4.	(A)	(B)	(C)	(D)
5.	(A)	(B)	(C)	(D)
6.	(A)	(B)	(C)	(D)
7.	(A)	(B)	(C)	(D)
8.	(A)	(B)	(C)	(D)
9.	(A)	(B)	(C)	(D)
10.	(A)	(B)	(C)	(D)
11.	(A)	(B)	(C)	(D)
12.	(A)	(B)	(C)	(D)
13.	(A)	(B)	(C)	(D)
14.	(A)	(B)	(C)	(D)
15.	(A)	(B)	(C)	(D)
16.	(A)	(B)	(C)	(D)

17.	(A)	(B)	(C)	(D)
18.	(A)	(B)	(C)	(D)
19.	(A)	(B)	(C)	(D)
20.	(A)	(B)	(C)	(D)
21.	(A)	(B)	(C)	(D)
22.	(A)	(B)	(C)	(D)
23.	(A)	(B)	(C)	(D)
24.	(A)	(B)	(C)	(D)
25.	(A)	(B)	(C)	(D)
26.	(A)	(B)	(C)	(D)
27.	(A)	(B)	(C)	(D)
28.	(A)	(B)	(C)	(D)
29.	(A)	(B)	(C)	(D)
30.	(A)	(B)	(C)	(D)
31.	(A)	(B)	(C)	(D)
32.	(A)	(B)	(C)	(D)



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